Susan Brooks-Young has spent the past 23 years teaching, working as an administrator, and a technology specialist. She has shared her knowledge in various books and speaking engagements around the world. This year she released a book, *Teaching With the Tools Kids Really Use*, aimed at educators and technology specialists who are interested in incorporating technological tools into their classroom curriculum. Susan Brooks-Young asserts that our students are already interested and engaged in 21st century tools so educators must leverage this interest in the classroom to increase student learning and success.

*Teaching With the Tools Kids Really Use* is written in a reader-friendly three part format. Within in each part Brooks-Young gives background information on the technologies she is describing, common objections to their use in the classroom, and a defense to use in response to those objections. In addition, she gives practical suggestions and application tips for using the tools in the classroom. Those portions of each chapter are undoubtedly a rich resource for teachers looking to begin or refine implementation of the technology sources in their classes.

In the first section entitled Mobile Technologies, Susan Brooks-Young leads the reader on an exploration of cell phones, MP3 players, and netbooks. Most school districts find cell phones and MP3 players to be distractions that inhibit learning and have banned them altogether. Susan Brooks-Young states that “It is far better to find positive ways cell phones can be used as tools for teaching and learning by identifying and enforcing realistic parameters within which students may have cell phones in their possession than to fight what is ultimately a losing – and unnecessary – battle.” (p. 15) She goes on to describe classroom uses of cell phones. Some of those uses include podcasting, using images taken by the phone’s digital camera for various products, and using texting capabilities for online surveys and polling. MP3 players have a similar use in that they are invaluable for listening to podcasts. Students could be listening to various podcasts at differing times within a day without disturbing the learning of others. Netbooks are also highlighted in this section in an effort to help schools achieve a one-to-one student computer ratio. Susan Brooks-Young breaks down the budgetary issues by stating that “It’s possible to purchase two to three netbooks for the price of one low-end laptop.” (p. 41) Both the advantages and disadvantages to netbook use in class are explored in the chapter.

The second part of the book is a treasure trove of information about various Web 2.0 Tools. The tools vary from virtual worlds, gaming, blogs, wikis, and online images and videos. Like previous chapters, Brooks-Young gives background information about each instrument and refutes the normal oppositions to their use in the classroom. Practical strategies are given for integrating the technology with the curriculum. In reference to using blogs and wikis in class Brooks-Young states that educators should, “Capitalize on this interest to encourage students to write more, to write better, and to share their final products with an audience that extends beyond the walls of the classroom.” (p. 75) An overarching theme throughout the book is the idea that we must tap into what our students are interested in and use it to engage them in content and 21st century learning.

The last section of Teaching With the Tools Kids Really Use outlines the importance of teaching cyberethics to our students. She has crafted her book in such a way that clearly defined expectations are at the forefront of beginning the use of any new technology; however, she discusses each facet in greater detail in the final part. The last chapter describes the importance of communication between educators and technology specialists and gives a particularly useful decision-making model.

Overall, Susan Brooks-Young has crafted a very timely, helpful resource for educators. She understands that the world is rapidly changing and in order for education to continue to be relevant we must change how we operate. Teachers of 21st century students will find her writing to be an excellent addition to their toolbox of knowledge.